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ABSTRACT

This paper discusses the ways in which pictures in current German magazine advertisements can be employed as effective visual aids in basic grammar drills. The structures discussed here are the reflexive verb construction and two aspects of the passive voice construction, namely the passive to indicate activity-as-such and the contrast between the passive voice and the statal passive. Reference is made to the presentations of these grammar points and the accompanying drills in two secondary level texts, "ALM level II" and "Level III" and "German Today Two," as well as two college level texts, "First-Year German" and "Deutsch heute." The construction of the drill and descriptions of the various appropriate advertisements that accompany the drill are described; full drill sequences are presented in Appendix A. Suggestions for selecting and preparing the materials are also included. Appendix B consists of a partial list of addresses of bookstores which carry foreign language publications. (Author/CFM)

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Magazine Advertisements in Beginning Language Classes

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This paper will explore the application of visual aids in the form of magazine advertisements to basic grammar drills in the Beginning German class. Much has been written about the German language as it is used in advertising today and about the impact of this language style on the standard German language. The language of advertising has been analyzed and dissected for its form, content, and style. The present study will not analyze the language in various advertisements, but will show how advertisements themselves are effective teaching aids in basic grammar skills.

The current textbooks used at the secondary level and in the college classroom differ very little in the format and method in which grammar topics are presented to the student. The secondary level texts with which I am familiar are the ALM series and the German Today series. Two examples of college level texts in current use are Deutsch heute and First-Year German. Of these four texts three introduce grammar in a dialogue situation; First-Year German uses a series of model sentences at the beginning of each chapter in place of a dialogue. All the texts present an explanation of the grammar with examples. Pertinent constructions in these examples are emphasized with boldface type or italics. The actual amount of explanation varies from text to text. The exercises and drills offer a variety of approaches to the material. Substitution and cued-answer drills are usually performed orally in class, while free response questions and

translation exercises provide a oasis for written work.

Foreign language teachers are continually confronted with the challenge of maintaining their students' level of interest in the learning process. Part of this challenge is related to the variety and the type of grammar drills which are used to supplement the materials in the textbook. Many visual devices which are not part of a page in the textbook have the potential for enhancing the instructor's effectiveness as a teacher and the individual student's desire to learn. Going beyond the textbook in the use of visual aids should always support and reinforce rather than replace what is offered in the text. Magazine advertisements bring to the basic grammar drill a dynamic quality which very few illustrations or photographs reproduced in the text itself are capable of achieving. Pages torn out of a magazine give the students a sense of immediacy about language, a feeling for what might be called 'real' language, different from the style and format which the language has in the textbook presentation. The text may in fact contain actual sentences or phrases identical to those found in advertising slogans. The end effect of the magazine advertisement is its reinforcing value. The student can apply what has been practiced and learned in a textbook drill to the visual situation presented in the ad. The visual situation of a well-chosen ad triggers a response identical with or similar to one from the text exercise. The visual situations in advertisements also reinforce and expand the student's active and passive vocabulary. It is essential that teachers recognize an active-passive distinction in the foreign language vocabulary, because the primary function of these advertisements is to develop the active natural use of the language through

grammar rather than to teach the extremely specialized language which is found in contemporary German advertising. Basic vocabulary related to the grammatical structures takes on a reality through the use of advertisements which a column of words on the page of the text does not possess. Advertisements are a means to illustrate language in action or language in full life.

In the following discussion the reflexive verb construction and two aspects of the passive voice construction are used to illustrate how advertisements can be effective in basic grammar drills. On the secondary level the reflexive verb structure is introduced during the second year of language instruction, in ALM-II in Unit 21 and in German Today Two in Unit 5. The passive voice constructions are introduced in ALM-III, while the German Today series does not treat the topic at all. Among the college level texts Deutsch heute presents reflexive verb structures in Unit 9 and First-Year German in Chapter 16. The passive voice is introduced in Deutsch heute in Unit 11 and in First-Year German in Chapter 19. On the college level both topics are treated in the second semester of beginning language instruction.

The reflexive verb structure introduces the concept of reference to the subject of the sentence through a pronoun system. Every pronoun form used in the reflexive structures except the third person and the polite forms has been introduced earlier via the system of personal pronouns. The pronoun sich is new for the students and its reflexive function forms the basis for identifying the reflexive function of the first and second person

pronouns. After the reflexive structures have been mastered using textbook drills, the teacher can introduce drills with the advertisements. The first two stages in the drill sequence using advertisements begin with a warm-up drill based on a question and answer format. The drill can be performed by individual students or in choral response by the entire class or a combination of both.

T(eacher) to S(tudent) or C(lass):

"Waschen Sie sich jeden Tag?"

S/C: "Ja, ich wasche mich jeden Tag."
"Ja, wir waschen uns jeden Tag."

T (pointing to another student):

"Wäscht er/sie sich jeden Tag?"

S: "Ja, er/sie wäscht sich jeden Tag."

By asking individual students questions about classmates, the students have less of a feeling for teacher-to-individual student contact and the class develops a group spirit. They simply have to pay attention to each other's responses in order to participate in the drill. The second stage of the warm-up begins with the following sequence:

T: "Ich wasche mich im Badezimmer.

Wo waschen Sie sich?"

S/C: "Ich wasche mich (auch) im Badezimmer."
"Wir waschen uns (auch) im Badezimmer."

This question sequence contributes to the setting for the advertisement which appears in the next stage of the drill. The entire warm-up process should last approximately three to five minutes, moving at a quick pace and involving as many students as possible. Now the first picture appears.

T: "Ich wasche mich mit Seife.

Das ist die Seife. (holding up an ad for soap)

Waschen Sie sich mit Seife?"

S/C: "Ja, ich wasche mich mit Seife."
"Ja, wir waschen uns mit Seife."

T: "Wäscht er sich mit Seife?"

S: "Ja, er wäscht sich mit Seife."

The dialogue in German Today Two, p. 95 actually uses an invented brand name. This idea can be carried out using the brand of soap in the advertisement. If the text does not include in the reflexive verb vocabulary sich baden and sich duschen, these verbs can be introduced to provide some vocabulary variety in the drill. Other types of advertisements which fit this drill pattern are those for shampoo (das Shampoo) and for toothpaste (die Zahnpasta or die Zahncreme). The reflexive verb structure is of course altered with the reflexive pronoun occurring in the dative case:

T: "Ich wasche mir die Haare mit Shampoo.

Ich putze mir die Zähne mit Zahnpasta.

Waschen Sie sich die Haare mit Shampoo?

Putzen Sie sich die Zähne mit Zahnpasta?" etc.

Again the actual brand names from the advertisements can be inserted into the questions. The goal of the drill is to involve as many students as possible and to encourage the students to adopt the role of the questioner. The student-to-student(s) interaction brings in the familiar du and ihr pronoun forms which the students should be using with each other quite naturally. The teacher's role becomes one of co-ordinating the drill by directing the students to ask each other the questions using the advertise-

ments. Occasionally the teacher will want to redirect the students' attention by assuming the role of the questioner again. This interruption by the teacher assures that the pace of the drill does not lag.

Stages one through three are treated as a unit of drills to be performed in sequence. During another class period the fourth stage of the drill is introduced. This level of drill corresponds to the AIM-Level II free completion or free response drills. If your particular text does not contain this type of drill, the following format can be used.

T (holding up an appropriate advertisement for soap, shampoo, or toothpaste):

"Was machen Sie im Badezimmer?"

Some of the possible student responses are:

S: "Ich wasche mich."
"Ich bade mich."
"Ich dusche mich."
"Ich rasiere mich."
"Ich wasche mir die Haare."
"Ich putze mir die Zähne."

The same question can be asked several times until all the appropriate responses have been exhausted. By changing the advertisement, i.e. holding up different advertisements with each question, the students' responses are also altered. Another approach to the free response drill using advertisements involves the product being advertised.

T: "Hans findet Seife im Badezimmer.

Was macht er mit der Seife?"

S/C: "Er wäscht sich."

The students must respond appropriately to the situation indicated in the advertisement and use the reflexive verb structure correctly. This type of

drill allows for the creative use of language, since several correct responses are possible. A drill of this type helps to develop the comprehension skill, for no part of the answer is contained within the question itself. The student must make the correct grammatical and lexical choices. The student is responding freely in a situation controlled by the teacher and has progressed beyond the repetition and substitution drills of the textbook. Appendix A offers other drill sequences involving the reflexive verbs sich erkälten, sich fühlen, sich erholen, and sich verletzen.

Reflexive verb constructions also include those in which the reflexive pronoun has a reciprocal function. The verb is used in the plural and the presence of the reflexive pronoun indicates reciprocal activity in its reference to the subject of the sentence. Some of the more common verbs of this type are sich treffen, sich unterhalten, and sich verloben. The latter verb can of course be used reflexively without the reciprocal function similar to sich verlieben. The key to successful drills with these verbs is visual situations involving two or more people. Several of the recent advertisements for the Bundesbahn are excellent for classroom drill. One particular ad comes to mind here. The scene is intended to elicit the response with sich treffen. The situation can be explained briefly in German to the class in the following way:

T (pointing out the actors and setting):

"Hier ist der Bahnhof und hier sind zwei Menschen.
Die Frau läuft aber der Junge steht hier und wartet.
Die Frau und der Junge treffen sich. Sie treffen
sich.

Was passiert hier am Bahnhof?"

S/C: "Die Frau und der Junge treffen sich."

T: "Ja, sie treffen sich."

It is important that the teacher acknowledge the correct response and reinforce it. An advertisement which brings humor to the classroom as it helps to reinforce a grammatical structure and the accompanying vocabulary is a true asset. A recent advertisement for "Heisse Tasse", which is the equivalent to Lipton's "Cup of Soup", shows two cleaning women in a theater, chatting with each other while having soup:

T: "Hier sind zwei Putzfrauen. Es ist Mittag und sie essen Suppe.
Was tun sie auch?"

S/C: "Sie sprechen."

T: "Ja, sie sprechen. Sie unterhalten sich. (repeat)
Was machen diese Putzfrauen?"

S/C: "Sie essen und sie unterhalten sich."

In the same manner a series of ads can be presented to reinforce individual vocabulary items. Appendix A contains some additional suggestions for these reflexive verb structures.

Mandatory reflexives or those verbs which are always used reflexively in German provide us with a third group. Some of the common reflexive verbs in this category are sich freuen über, sich freuen auf, and sich interessieren für. These verbs are a bit more challenging when one looks for visual situations which illustrate the meaning. The teacher will often have to set up the situation in order to obtain the correct response. Once

the students associate the visual cues with the reflexive verb vocabulary the responses will become more natural and automatic. As an example for sich freuen über we will use an ad which shows a mailman delivering a letter. There is an obvious expression of joy on the face of the woman who has received the letter. The advertisement is one for a chocolate bar and as such has little to do with the scene depicted.

T: "Hier ist der Briefträger. Er bringt der Frau einen Brief. Die Frau freut sich über diesen Brief. Was bekommt sie?"

S/C: "Sie bekommt einen Brief."

T: "Ja. Freut sie sich über diesen Brief?"

S/C: "Ja, sie freut sich über den Brief. (darüber)"

T (reinforcing the correct response): "Ja, sie freut sich."

Many advertisements provide the theme for a drill using the verb sich interessieren für. Advertisements for cars are appropriate for this drill:

T: "Hier sehen Sie einen neuen Mercedes. Interessieren Sie sich für Autos?"

S/C: "Ja, ich interessiere mich für Autos."

T: "Interessiert er sich für diesen Mercedes?"

S: "Ja, er interessiert sich für den Mercedes."

There are additional suggestions for drills using the mandatory reflexives in Appendix A.

The passive voice is one of the last grammar topics to be presented in the beginning language class. Some texts, like Deutsch heute, present the passive voice only for recognition purposes. It is not important in

the basic system of German grammar. This attitude may be justified if the teacher is concerned with the fundamental grammar structures. Active voice constructions do enjoy a high frequency of occurrence in daily usage. Sooner or later, however, the student will be confronted with the passive voice. Two particular passive voice constructions present special problems to the student. The first of these is the passive voice construction which expresses activity as such. The stylistic use of the passive voice to express activity without reference to the participants in that activity is a construction without parallel in the English language. A number of advertisements is easily adapted to illustrate and drill this grammar construction. The association which the student makes when presented the picture focuses on the activity rather than the performers. This passive voice construction is introduced only after passive voice verb forms and sentence structures have been mastered. The drill is quite simple and employs a series of different ads, each depicting a different activity.

T: "Wird es hier gegessen?"

S/C: "Ja, es wird hier gegessen."

T: "Wird es hier gearbeitet?"

S/C: "Ja, es wird hier gearbeitet." etc.

Using the yes-no general question format allows the teacher to incorporate the "dummy" es subject into the question. The students include this es quite naturally in their responses. The next step in the drill uses the same set of advertisements but begins with an information question rather than the yes-no variety:

T: "Was wird in diesem Bild gemacht?"

S/C: "Es wird in diesem Bild gegessen."
"In diesem Bild wird gegessen."

The students should be encouraged to use adverbs or prepositional phrases in the first position in their answers, thereby eliminating the place holder es subject. Some advertisements clearly illustrate one activity. These ads should be used at the beginning of such a drill. The teacher gradually introduces into the drill those ads which suggest simultaneous activities:

T: "Was wird hier gemacht?"

S/C: "Hier wird gefeiert."

T: "Richtig. Hier wird gefeiert. Und was wird auch gemacht?"

S: "Hier wird gegessen."

S: "Hier wird auch getrunken."

T: "Ganz richtig. Hier wird gegessen, getrunken und gefeiert.
(redirecting the question to another student)
Was wird in diesem Bild gemacht?"

S: "Hier wird gegessen, getrunken und gefeiert."

The teacher should reinforce each correct and appropriate response and involve as many students in the exercise as possible. Phrasing the question each time with the passive voice construction emphasizes the activity rather than the performers involved.

The statal passive or false passive in German describes the result

of an action which is completed. The verb sein is used together with the past participle of the main verb, "Die Tür ist geschlossen." The English sentence, "The door is closed" is ambiguous. English uses the verb to be plus the past participle of the main verb to refer to an activity which is taking place, the passive voice, and to refer to the result of an action which has been completed. Textbooks point out this potential problem with the English language constructions and show why this cannot happen in German; the German passive voice always uses as the auxiliary verb a form of werden together with the past participle of the main verb while the statal passive is formed with sein and the past participle. In spite of all this explanation students still confuse the two constructions and make mistakes. The first drill with the statal passive equates the function of the past participle with that of a predicate adjective.

T (holding up an ad for boots): "Hier ist ein Paar Stiefel. Sind diese Stiefel modern?"

S/C: "Ja, sie sind modern."

T: "Sind diese Stiefel schon geputzt?"

S/C: "Ja, sie sind schon geputzt."

A second ad features a coffee machine and brewed coffee in the pot.

T: "Hier sehen Sie Kaffee. Ist dieser Kaffee heiss?"

S/C: "Ja, er ist heiss."

T (pointing to the brewed coffee): "Ist dieser Kaffee schon gekocht?"

S/C: "Ja, er ist schon gekocht."

A number of advertisements can follow in sequence in order to reinforce the adjectival function of the past participle. The next drill contrasts the passive voice construction with that of the statal passive. The first picture in this drill shows two teen-agers washing a motor bike. The question in the drill is phrased with a statal passive construction.

T: "Hier ist ein Motorrad. Die Mädchen waschen es.
Ist dieses Motorrad schon gewaschen?"

S/C: "Nein, es ist noch nicht gewaschen."
"Nein, es wird gerade gewaschen."

T: "Ja, es ist noch nicht gewaschen; es wird gerade gewaschen."

The teacher should acknowledge a correct response with either the statal passive or the passive voice construction. If the statal passive is used in the answer, the teacher should add the passive voice response with emphasis on the adverbs gerade, eben, or jetzt. The second advertisement used in this drill is one for Melitta coffee filters. The ad focuses on the coffee in the process of being brewed. The teacher points to the filter:

T: "Hier sehen Sie Kaffee. Er ist noch nicht gekocht.
Er wird jetzt gekocht.
Ist dieser Kaffee schon gekocht?"

S/C: "Nein, er wird gerade gekocht."

T: "Richtig. Er wird gerade gekocht."

This drill functions with several ads showing an activity in process or the resultant state of the action. The students' responses should be

automatic and reflect the difference in meaning between the statal passive and the passive voice construction as different advertisements are presented in fairly rapid succession. An effective comprehension check on these constructions is provided by an advertisement which demonstrates both the activity and its resultant state. An example of this is a Shell Oil Company advertisement. The scene shows a car in a gas station and a tire is being changed; there is also a stack of new tires off to one side.

T: "Das ist ein Autoreifen. Dieser Reifen ist kaputt. Hier ist ein anderer Reifen. Er ist schon repariert.
Was ist das?" (pointing to the tire)

S/C: "Das ist ein Autoreifen."

T: "Ist dieser Reifen schon repariert?"

S/C: "Nein, er ist noch nicht repariert."

T: Und dieser Reifen ist kaputt. Er <u>wird repariert</u>. (repeat)
Er muss repariert werden.
Ist er schon repariert?"

S/C: "Nein, er wird repariert."
"Nein, er muss repariert werden."

The option to include the modal verb in this last question depends upon the text's explanation of modal verbs in passive voice constructions.

The advertisements which have been described in the drills here were taken from issues of three popular magazines, <u>Brigitte</u>, <u>Bunte</u> and <u>Stern</u>. The following brief description of each of these magazines is meant to

inform the teacher concerning the types of advertising which are found in each. Brigitte is a women's magazine devoted to topics of fashion, career, and the home. The majority of the advertisements are for products and services of particular interest to women. Bunte and Stern are illustrated magazines whose contents focus on human interest stories appealing to both men and women. The advertising also reflects a broader audience than that of Brigitte and includes ads for automobiles, household products, and foods in addition to those for clothing and cosmetics. These magazines can usually be purchased in bookstores in large cities or in university towns where there would be a market for such publications. It is also possible to subscribe to these magazines on either a six months' basis or for an entire year, although the rates are relatively high. Addresses of some of the bookstores in the United States which carry foreign language magazines are found in Appendix B.

My personal experience in assembling a file of advertisements indicates that it is best to begin by clipping and saving everything that is available. The way in which the same product is promoted from month to month and from one publication to another can and does vary. There are, for example, a number of different ads for the German Federal Railroad, the Bundesbahn. Not all of them are suitable for the type of drills outlined here. The visual impact of an advertisement which reproduces a photograph is quite different from one which uses a sketch or drawing. The photograph-advertisement generates more topics related to travel by train than does the sketch providing essentially the same information. The latter

type of ad may be better suited to other language activities.

The physical arrangement or lay-out of the advertisement is important for its success in the classroom. The 9x12 full page ads are excellent as visual aids in classes of twenty to twenty-five students. It should be rather obvious that a full page color advertisement has greater appeal than the average black and white ad of the same dimension. The contrasts which color provide add visual depth to a two dimensional piece of paper. Another consideration in choosing effective ads is the amount of activity which is depicted. The advertisement used in the classroom must not be too 'busy' or it will not be apparent to the students what the intent of the drill is. Simplicity in the text of an advertisement is equally as important as is the simplicity in the lay-out design. Those ads which have a minimal amount of noticeable text are most appropriate. Noticeable text means the size of the printing and the length of the message. The chocolate candy bar Ritter Sport has recently produced full page color advertisements which are virtually free of text; the product slogan is printed modestly at the bottom of the page. Many advertisements which do contain extensive explanatory text are suitable for various grammar drills and other language related activities. The Bundespost ads promoting long distance telephoning belong in this category. The texts explain in small print costs, lowest rates, and ideal calling times. The information does not detract from the visual situation in the advertisement. There are certainly more uses for advertisements in the language classroom than those applying to grammar drills. A good collection will suggest additional ways in which to implement these visual aids.

If an advertisement is to become an effective teaching aid it must be in full view to all students. Maximum visibility can be achieved through a semicircular seating arrangement as well as in the manner in which the ads are prepared for classroom use. A very practical matter which must be resolved is how make the ads durable. Most magazines are printed on slick low-grade paper. The pages tear easily and the corners rapidly become dogeared. One solution is to mount the advertisements on stiff construction paper or poster board. A 3x5 notecard can be attached to the reverse side with information such as new vocabulary, appropriate activities for which the ad can be used, specifically here which grammar topics, and perhaps any significant cultural information. This note card can also be kept in a file in which each card is assigned a number that corresponds to the number on an advertisement. Mounted advertisements can be made more durable if they are laminated or sealed in plastic. A more expensive method of protecting these visual aids is to have slides made. This option may be available to relatively few teachers. The audio-visual service center at Indiana University provides such a service. Slides are the most durable way to protect the ad, although they are not always as effective in grammar drills as the 9x12 pages. Slides do have the advantage of presenting an enlarged image projected at eye level and visible to all students. If the slide-ad is used in a grammar drill, the tempo of the drill must be carefully controlled so that it does not lag. Bulletin board space is also ideal for displaying advertisements.

Preparing these materials to be used in the classroom requires time.

The benefits of a well-organized set of visual aids certainly makes the preparation time well worth the effort.

Appendix A

I. Reflexive Verb Drills

Drill I: T: "Waschen Sie sich jeden Tag?"

S/C: "Ja, ich wasche mich jeden Tag."
"Ja, wir waschen uns jeden Tag."

T: "Wäscht er/sie sich jeden Tag?"

S: "Ja, er/sie wäscht sich jeden Tag."

T: "Fragen Sie John!"

S: "John, wäscht du dich jeden Tag?"

T: "Fragen Sie Susan und Mary!" etc.

T: "Ich wasche mich im Badezimmer. Waschen Sie sich im Badezimmer?"

S/C: "Ja, ich wasche mich im Badezimmer."
"Ja, wir waschen uns im Badezimmer." etc.

T: "Ich wasche mich mit Seife. Hier ist die Seife. Waschen Sie sich mit Seife?"

S/C: "Ja, ich wasche mich mit Seife." etc.

T: "Ich wasche mir die Haare mit Shampoo."
"Ich putze mir die Zähne mit Zahnpasta."

"Waschen Sie sich die Haare mit Shampoo?"
"Putzen Sie sich die Zähne mit Zahnpasta?"

S/C: "Ja, ich wasche mir die Haare mit Shampoo." etc.

T: "Was machen Sie im Badezimmer?"

S/C: "Ich wasche mir die Hände."
"Ich putze mir die Zähne." etc.

T: "Hans findet Seife im Badezimmer. Was macht er mit der Seife?"

S/C: "Er badet sich; er wäscht sich." etc.

Drill II: T: "Dieser Mann ist krank. Er hat sich erkältet. Ist er krank?" (picture for a cold remedy)

S/C: "Ja, er ist krank."

T: "Hat er sich erkältet?"

S/C: "Ja, er hat sich erkältet."

T: "John, hast du dich erkältet?"

S: "Nein, ich habe mich nicht erkältet."

T: "Aber dieser Mann?"

S: "Ja, er hat sich erkältet."

T: "Jetzt ist der Mann wieder gesund. Er hat sich erholt." (ad shows obvious relief from a cold) "Ist er immer noch krank?"

S/C: "Nein, er hat sich erholt." etc.

Drill III: T: "Dieser Mann verliebt sich in diese Frau." (ad for perfume shows a couple) "Die Frau verliebt sich in diesen Mann. Sie verlieben sich in einander. Was ist hier los?"

S/C: "Sie verlieben sich in einander."

T: "John, haben Sie sich in Mary verliebt?"
"Mary, haben Sie sich in John verliebt?"

S: "Nein, wir verlieben uns nicht in einander."

T: "Diese zwei wollen heiraten. Sie verloben sich. Er verlobt sich mit ihr und sie verlobt sich mit ihm. Was machen diese zwei Menschen?" (ad shows an engagement ring)

S/C: "Sie verloben sich." etc.

Drill IV: T: "Diese Frau hat mit Fewa gewaschen. Sie lächelt. Freut sie sich über die Wäsche?"

S/C: "Ja, sie freut sich über die Wäsche."

T: "Hier ist die Grossmutter. Die Kinder rufen an. Freut sie sich?"

S/C: "Ja, sie freut sich." etc.

II. Passive Voice Drills

Drill I: T: "Wird es hier gegessen?"

S/C: "Ja, es wird hier gegessen."

T: "Wird es hier gespielt?" (ad shows people enjoying lawn games)

S/C: "Ja, es wird hier gespielt."

T: "Was wird in diesem Bild gemacht (getan)?" (a sequence of different ads is used with the same question)

S/C: "Hier wird gespielt."
"Hier wird gearbeitet."
"Hier wird getanzt."

T: "Was wird hier gemacht?" (an ad which depicts several activities occurring simultaneously)

S/C: "Hier wird gefeiert."
"Hier wird gegessen."
"Hier wird getrunken."

T: "Was wird in diesem Bild gemacht?"

S/C: "Hier wird gegessen, getrunken und gefeiert."

Drill II: T: "Hier ist ein Paar Stiefel. Sind diese Stiefel modern?"

S/C: "Ja, sie sind modern."

T: "Sind diese Stiefel schon geputzt?"

S/C: "Ja, sie sind schon geputzt."

T: "Hier ist eine Küche. Ist sie modern?"

S/C: "Ja, sie ist modern."

T: "Ist sie schon geputzt?"

S/C: "Ja, sie ist schon geputzt."

T: "Hier sehen Sie Kaffee. Ist dieser Kaffee heiss?"

S/C: "Ja, er ist heiss."

T: "Ist dieser Kaffee schon gekocht?" (pointing to the brewed coffee in the pot)

S/C: "Ja, er ist schon gekocht."

Drill III: T: "Hier ist ein Motorrad. Die Mädchen waschen es. Ist dieses Motorrad schon gewaschen?"

S/C: "Nein, es ist noch nicht gewaschen."
"Nein, es wird gerade gewaschen."

T: "Ja, es wird gerade gewaschen."

T: "Hier sehen Sie Kaffee. Er ist noch nicht gekocht. Er wird jetzt gekocht. Ist dieser Kaffee schon gekocht?"

S/C: "Nein, er wird gerade gekocht."

T: "Richtig. Er wird jetzt gekocht."

T: "Hier sind neue Stiefel. Werden sie jetzt geputzt?"

S/C: "Nein, sie sind schon geputzt."

Drill IV: T: "Das ist ein Autoreifen. Dieser Reifen ist kaputt. Aber dieser Reifen ist schon repariert. Was ist das?"

S/C: "Das ist ein Autoreifen."

T: "Ist dieser Reifen schon repariert?" (pointing to the damaged tire)

S/C: "Nein, er ist noch nicht repariert."
"Nein, er wird repariert."

T: "Ja, er wird repariert; er muss repariert werden."
"Und dieser Reifen? Ist er schon repariert?"

S/C: "Nein, er muss repariert werden."
"Nein, er ist noch nicht repariert."
"Nein, er wird repariert."

T: "Hier sehen Sie Kaffee. Ist der Kaffee schon gekocht?" (pointing to coffee in the filter)

S/C: "Nein, er ist noch nicht gekocht."
"Er wird gerade gekocht."

T: "Ja, er wird jetzt gekocht. Und der Kaffee hier unten. Wird er jetzt gekocht?" (pointing to brewed coffee in the pot)

S/C: "Nein, er ist schon gekocht."

Appendix B

Some Sources for Foreign Language Magazines

Le Corner Store
225 South 15th Street
Philadelphia, Pa. 19100

Universal Bookstore
5458 North 5th Street
Philadelphia, Pa. 19100

Cafe Heidelberg Bakery
and Gift Shop
7625 Pendleton Pike
Indianapolis, Ind. 46226

Howard's Bookstore
104 E. Kirkwood Avenue
Bloomington, Ind. 47401

Overseas Book Mart
313 E. Third Street
Bloomington, Ind. 47401

Little Professor
505 E. Green Street
Champaign, Ill. 61820

World News West
1025 Clayton Road
St. Louis, Mo. 63110

Ohle's German-American Deli
1520 E. Colfax Avenue
Denver, Colo. 80204

German and International
Bookstore
1767 Vermont Avenue
Los Angeles, Calif. 90006